

EVALUATION CRITERIA

Enhancement Grants

Please provide evidence to support the following criteria, where it is requested in the sections indicated below:

Note: evidence may be found in other locations as well. Please use your best judgment.
Do not exceed 10 pages of support materials.

| Criteria | Grant Section |
|---|------------------------------|
| Opportunities for Quality Engagement in the Arts | |
| Artistic Excellence | Section F: #1, and narrative |
| Cultural Diversity | Section F: #7, and narrative |
| Accessibility | Section F: #8, and narrative |
| Feasibility | |
| Budget | Sections G & H (attachments) |
| Planning personnel | Section F: #11 and narrative |
| Need | |
| Education Benefits - Relevance | Section F: #2 and Narrative |
| Use of Funds | Narrative |

ON-LINE REVIEW PANEL SCORING RUBRIC

For Enhancement Grants

Opportunities for Quality Engagement in the Arts

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| Artistic Excellence | Strong Evidence 8-10 pts | The merit or value of the artistic activities is clearly evident and well articulated and the qualifications of the arts organization, primary artists and or arts educators are well documented through narrative, resumes, and/or work samples. |
| | Some Evidence 4-7 pts | The merit or value of the artistic activities is implied without specifics. Qualifications of arts organization, primary artists and or arts educators are generally stated without specific documentation. |
| | Little or No Evidence 0-3 pts | The merit or value of the artistic activities is not evident or hard to determine. Qualifications of arts organization, primary artists and or arts educators are not addressed or hard to determine from the narrative and/or support materials. |
| Cultural Diversity | Strong Evidence 8-10 pts | The application clearly indicates activities that will provide opportunities for students to explore the arts as relevant to diverse cultures within the global community, as appropriate. |
| | Some Evidence 4-7 pts | The application implies activities that may provide opportunities for students to explore the arts as relevant to diverse cultures within the global community, but lacks specific details. |
| | Little or No Evidence 0-3 pts | Opportunities for students to explore the arts as relevant to diverse cultures within the global community are not indicated or are hard to determine in this proposal. |
| Accessibility | Strong Evidence 8-10 pts | The application leaves no question as to how activities will be adapted and personnel will be provided when appropriate to create an inclusive environment for all populations, particularly those with specific disabilities and limitations. |
| | Some Evidence 4-7 pts | The application implies intent to provide an inclusive environment for all populations, but does not clearly articulate the specifics about adaptations and/or personnel to be employed. |
| | Little or No Evidence 0-3 pts | The application includes few or no plans to adapt activities or provide personnel to create an inclusive environment. |

Feasibility

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| Planning Personnel | Strong Evidence 8-10 pts | There is a strong presence of qualified personnel to design the project, indicating the likelihood of successful implementation, as evidenced through staff qualifications and experience relevant to the project. |
| | Some Evidence 4-7 pts | It is implied that there will be at least one strong administrator to see the project through to completion, but qualifications and experience are not clearly defined in the proposal. |
| | Little or No Evidence 0-3 pts | There is little or no indication that planning personnel are qualified or even in place to administer the project; or the qualifications of the planning personnel do not match the needs for the design of the project. |
| Budget | Strong Evidence 8-10 pts | Income and expenses balance. Items in budget are clear and relevant to project description as explained either in the narrative or a more detailed budget attachment. Expenses are appropriate to the project and are eligible for funding. Cash match is strong as determined by the demographics of the school/organization and/or any circumstantial evidence provided. |
| | Some Evidence 4-7 pts | Income and expenses balance. Items in budget seem relevant to project but are not broken down enough to include specifics. Expenses are appropriate to the project and are eligible for funding. Cash match is adequate as determined by the demographics of the school/organization and/or any circumstantial evidence provided. |
| | Little or No Evidence 0-3 pts | Income and expenses do not balance. Items in budget are not relevant to project as described in narrative. Some budget items are not eligible and/or cash match is weak. |

Need

| | | |
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| Educational Benefits - Relevance | Strong Evidence 8-10 pts | There is a clear, detailed explanation of the value of the specific activities and how they will enhance arts education programs relevant to the school, teachers and students. |
| | Some Evidence 4-7 pts | It is implied that the activities planned are valuable and will enhance arts education programs that are relevant to the school, teachers and students. |
| | Little or No Evidence 0-3 pts | There is little or no indication that the activities planned are a good match to the needs of the school, teachers and students. |
| Use of Funds | Strong Evidence 8-10 pts | There is a clear, detailed explanation of how ASCA funds will meet a specific and unique need financially and/or programmatically. |
| | Some Evidence 4-7 pts | It is implied that a need for funding and/or program exists, but details and specifics are lacking. |
| | Little or No Evidence 0-3 pts | There is little or no evidence that planning personnel have identified a specific need financially or programmatically. |